



AIG

There is a new AIG (what we used to refer to as AG) Plan for 2010-2013. It is in effect now. The Wake County Board of Education approved this plan in July 2010. Please see below for what is required of the classroom teacher in the new AIG Plan.

Required Informal Indicators for Identification:

- Teacher Checklist(s) that indicate gifted characteristics in academic areas.
- Portfolios that demonstrate multiple above grade level work products, rubrics, and reflections within one or more specific academic areas at the student's highest level of performance.

Thanks and good luck with your nominations and referrals this year.

BLACKBOARD TRAINING



Thank you so much for completing the Blackboard Training survey. Your input was valuable! We (Renee and Shandua) will have a Blackboard Training & Remediation Session on Monday, September 13, 2010. According to the survey, "before school" was the best time for the majority of you that responded. Therefore, the training time will be 8:00 - 8:45. We will meet in the media center!

This training is not required, but is for the staff members that want and need to attend the training.

SOCIAL STUDIES



Social Studies Teacher Leader Info

The plan for this year is looking at a **focus group** of Social Studies

teacher leaders to do the following:

- expand the content area literacy connections/integration and
- work on creating higher order open-ended questions to add to the Blue Diamond item bank of social studies questions
- ultimately, having a rubric for scoring these questions with some possible exemplars for next year

October 21st and December 9th from 1:00-4:00 are the meeting dates for social studies teacher leaders. Substitutes have not yet been approved. As soon as I receive more information, I will forward that to you.

MATH UPDATES

KINDERGARTEN QUARTERLY ASSESSMENT

The performance task "Rote Counting" (page 32) is a first quarter assessment

item. In the 2010-2011 printed assessment packet, the rote counting item asks students to count to 30. Since our curriculum guide only expects Kindergarten students to count to 10 during 1st quarter, please use rubric as an alternative when assessing students. The rubric is located under the Assessments section of our curriculum wiki.

STUDY ISLAND



All of the students have been uploaded to study island. Last week, you received an attachment showing you how to create your student roster. As new students arrive, Ms. Duncan will send me their names and I will add them to the wiki. If you have any questions or requests regarding Study Island, please don't hesitate to contact me!

sbrown6@wcpss.net

C-MAPP



Ms. Duncan has added an icon to access C-MAPP on the home page of our school website!

The "Search" feature on C-MAPP is a good tool for allowing teachers to search for instructional guide resources for specific topics. For example, if I am a 4th grade teacher and I want to see how "main idea" was taught in 3rd grade, I can use the search feature to look up this information. It will find of all the 3rd grade resources.

Why Did they Switch from Single Source to C-MAPP?

It's more user-friendly and flexible than single sources because of the layout and how you can navigate through the instructional guides for various grade levels. Also, the search tool is very helpful. It was not a part of Single Source.

NORTHWOODS TEACHER LEADERS

Our school's teacher leaders are:

Literacy Teacher Leaders

Karen Whelan, K-2
Robin Tullis, 3-5
Susan Clark, Spec. Ed.

Math Teacher Leaders

Kathy Bolduc, K-2
Karla Webber, 3-5

Social Studies Teacher Leader

Pamela Crowhurst, k-5

Science

Jenny Bajorek, K-5

Math Coach Updates

Your math coach team has truly enjoyed the visits we have made the past week! We would like to join you at your next grade level meeting to briefly discuss the math coaching handout that was placed in your mailbox last week, the math coaching cycle, and the online math coach request form.

If you have not yet given us a copy of information that you put on your data sheets from the cum folders, please place a copy in our mailbox or send us an excel sheet (for those of you that did yours on the computer) as soon as possible. Information from this form will help to continue completing the math ranking forms.



MATH TRAINING SESSIONS

TI-10 CALCULATOR (K-2)

Date	Time	Location	SRN#
September 15, 2010	1:00-4:00	Crossroads	116864304
December 2, 2010	1:00-4:00	Project Enlightenment	116864305
February 25, 2011	1:00-4:00	Project Enlightenment	116864306

TI-15 CALCULATOR (3-5)

Date	Time	Location	SRN#
September 15, 2010	1:00-4:00	Crossroads	116864204
December 2, 2010	1:00-4:00	Project Enlightenment	116864205
February 25, 2011	1:00-4:00	Project Enlightenment	116864206

Half-Day Substitute will be provided if needed...



SUPPORTING MATH TALK II (K-5)-NEW COURSE

Supporting Math Talk II will continue conversations from Math Talk I. Supporting Math Talk I is not a prerequisite for this course. All teachers are welcome to attend; those new to math talk and those looking for additional support. Participants will attend one half day or afterschool session.

A half-day substitute will be provided for sessions held from 1:00-4:00 if needed.

Date	Time	Location	SRN#
October 21, 2010	1:00-4:00	Project Enlightenment	115770101
November 8, 2010	1:00-4:00	Project Enlightenment	115770102
February 8, 2011	1:00-4:00	Project Enlightenment	115770103
November 4, 2010	4:00-6:00	Crossroads Rm 1411	115770104
December 8, 2010	4:00-6:00	Crossroads Rm 1411	115770105



The minimum seat count for all sessions to be held will be 10 participants. If the minimum is not met, the session will be cancelled, and participants will be notified through Eschools.

Teachable Moment

Implementing Math Expressions



Approach

In 2009-10, the Wake County Public School System (WCPSS) introduced *Math Expressions* as an instructional resource for teaching elementary school math. *Math Expressions* originated from research on the *Children's Math Worlds* project funded by the National Science Foundation. It emphasizes development of deep conceptual understanding of math and promotes both teacher-directed and student-centered instructional practices. This is a summary of a larger report.

Methods and Analysis

To assess the level of implementation of *Math Expressions* in WCPSS, walkthroughs at 26 randomly selected elementary schools were conducted in 550 classrooms by a team of six observers. The team consisted of C&I and E&R staff. The observation checklist used for walkthroughs was a modified version of the one developed by mathematics coaches for observations in Title I schools.

Implementation

Given the challenges of a new curriculum and materials in elementary mathematics, it is not surprising that full use of *Math Expressions* was not observed the first year of implementation. Walkthroughs showed:

- Just over half of teachers (56%) were using *Math Expressions* in some way, with an expected 85%.
- About 20% of lessons were marked by observers as promoting deep conceptual understanding of math.
- Less than 14% of teachers facilitated conversations and promoted Math Talk (expected 80%).
- With an expectation of 40% of lessons being both teacher- and student-led, 18% demonstrated that level of student involvement.
- Lower than expected percentages of teachers were modeling concepts (34% vs. expected 50%).
- Teachers in Title I schools promoted deep conceptual understanding of math at a higher rate than non-Title I schools (23% vs. 17%). Also, more teachers at Title I schools modeled concepts (39% vs. 30%) and had lessons that were both teacher- and student-led (22% in Title I schools vs. 10%). However, a lower proportion of teachers in Title I schools than in non-Title I schools used *Math Expressions* (54% vs. 58%), facilitated conversations and promoted Math Talk (10% vs. 16%).

Math Talk and Student Leaders

Math Talk is one of the five core structures of *Math Expressions* displayed through such student behaviors as engaging in math conversations, using math vocabulary, and

explaining solutions (expected 75%). Use of Math Talk was underutilized.

- Students were observed using some aspect of Math Talk in 36% of classrooms.
- Title I schools did not show higher implementation of Math Talk than other schools.

Use of another core structure, Student Leaders, was very infrequently observed. Although expected in about 25% of classrooms, student leaders were observed leading discussions or asking math questions in 2% of the classrooms.

Math Expressions encourages student use of proof-pictures, individual whiteboards, which were being used less frequently during observations than desired.

- Use of drawings/proof-pictures was expected to be observed in about 75% of classrooms, but was observed in 14% of classrooms. There was no difference in the frequency of use in Title I and non-Title I schools.
- Use of individual whiteboards to create drawings and proof-pictures was expected to be observed in about 40% of classrooms, but was captured in only 15% of classrooms. In Title I schools whiteboards were used somewhat more frequently than in non-Title I schools, but still at a low rate.
- Grade 1 used more *Math Expressions* tools and implemented more *Math Expressions* strategies than other grades.

Next Steps

Observations suggest that some teachers do not yet fully understand how to use *Math Expressions*. Most need additional support in implementing it correctly.

Stronger implementation could be achieved through greater support at the schools and from central services. IRTs or Title I math coaches can be a primary resource and support at the schools. Schools are also encouraged to identify the teachers who are using the strategies correctly and involve those teachers in staff training.

Central staff visits to individual schools will likely be more limited due to budget constraints. However, elementary mathematics staff can provide support to teachers by suggesting strategies through development and use of such resources as videos of best practices, a webpage with online modules, an electronic bulletin board to discuss challenges and solutions, and/or conference training.

Full report:
http://www.wcpss.net/evaluation-research/reports/2010/1014math_x_yr1.pdf



WAKE COUNTY
PUBLIC SCHOOL SYSTEM